

# 2018 Annual Implementation Plan

## for improving student outcomes

Merbein P-10 College (8886)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Merbein P-10 College (8886)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	
	Strategic resource management	Embedding
	Vision, values and culture	

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

<b>Enter your reflective comments</b>	<p>The school achieved some positive outcomes from the 2017 AIP in many areas. However to achieve a sustainable improvement in outcomes, a continued focus to further embed changes in practice is needed in the following areas:</p> <p>Building practice excellence (Collection, analysis and evaluation of student data)</p> <p>1. Collection, analysis and evaluation of student data to:</p> <ol style="list-style-type: none"> <li>a. Inform impact of teacher practice on student learning;</li> <li>b. Inform curriculum development and modify pedagogical practice when required.</li> <li>c. Improving teacher capacity to use summative and formative assessment to better monitor student learning and diagnose learning needs.</li> </ol> <p>Empowering students and building school pride (School activates student voice, agency and student leadership)</p> <p>2. Student Voice - Engaging Parents:</p>
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	<p>Although student-to-teacher feedback surveys were introduced across all year levels in 2017, further work is required to improve the school's capacity to seek, and respond to, student perspectives and feedback. FISO High-Impact Improvement Initiatives evidence suggests that improved collaborative consultation between students, parents and teachers can have a positive impact on teaching, learning and school culture. Attitudes to School survey data for our primary students has been persistently below desirable scores, including connectedness, inclusion and student voice.</p> <p>Building practice excellence (Evaluating impact on learning / Evidence-based high-impact teaching strategies)</p> <p>3. Numeracy: 2017 NAPLAN data shows inconsistent outcomes across year levels, with concerns regarding low proportion in top 3 bands (Year 5 and 9) and low growth (Year 5).</p> <p>4. Literacy: 2017 NAPLAN data shows concerns regarding low proportion in top 3 bands in Writing (Years 7/5/9) and low growth (Years 5 / 9). For Reading, low proportion in top 3 bands (Years 5/ 9) and low growth (Year 5)</p>
<b>Considerations for 2019</b>	Proposed Actions: *
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Merbein P-10 College (8886)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

<p>Achievement Goal:</p> <p>To improve learning outcomes and learning growth of all students.</p>	<p>Increase the proportion of students in the top 3 bands in Reading, Writing and Maths (based on NAPLAN 2015)</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>70% (64) 2017 - 64</td> <td>70% (37) 2017 - 48</td> <td>65% (53) 2017 - 57</td> </tr> <tr> <td>Year 5</td> <td>60% (56) 2017 - 39</td> <td>60% (28) 2017 - 27</td> <td>60% (29) 2017 - 30</td> </tr> <tr> <td>Year 7</td> <td>50% (36) 2017 - 54</td> <td>50% (24) 2017 - 29</td> <td>50% (30) 2017 - 64</td> </tr> <tr> <td>Year 9</td> <td>45% (30) 2017 - 43</td> <td>40% (25) 2017 - 33</td> <td>50% (44) 2017 - 36</td> </tr> </tbody> </table> <p>Reduce the proportion of students achieving <b>low growth</b> in NAPLAN to 25% or lower compared to 2015 benchmarks.</p> <table border="1"> <thead> <tr> <th>2015</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>38% 2017 - 31</td> <td>23% 2017 - 39</td> <td>23% 2017 - 41</td> </tr> <tr> <td>Year 7</td> <td>38% 2017 - 22</td> <td>38% 2017 - 27</td> <td>38% 2017 - 28</td> </tr> <tr> <td>Year 9</td> <td>30% 2017 - 29</td> <td>18% 2017 - 33</td> <td>32% 2017 - 21</td> </tr> </tbody> </table> <p>Increase the proportion of student achieving <b>high growth</b> to 25% or higher compared to 2015 benchmarks.</p> <table border="1"> <thead> <tr> <th>2015</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>23% 2017 - 14</td> <td>8% 2017 - 13</td> <td>0% 2017 - 9</td> </tr> <tr> <td>Year 7</td> <td>15% 2017 - 17</td> <td>15% 2017 - 12</td> <td>10% 2017 - 25</td> </tr> <tr> <td>Year 9</td> <td>17% 2017 - 21</td> <td>18% 2017 - 14</td> <td>21% 2017 - 36</td> </tr> </tbody> </table> <p>Teacher Judgement: Increase to 20% or higher the proportion of students achieving A and B (AusVELS/Vic Curriculum)</p>		Reading	Writing	Numeracy	Year 3	70% (64) 2017 - 64	70% (37) 2017 - 48	65% (53) 2017 - 57	Year 5	60% (56) 2017 - 39	60% (28) 2017 - 27	60% (29) 2017 - 30	Year 7	50% (36) 2017 - 54	50% (24) 2017 - 29	50% (30) 2017 - 64	Year 9	45% (30) 2017 - 43	40% (25) 2017 - 33	50% (44) 2017 - 36	2015	Reading	Writing	Numeracy	Year 5	38% 2017 - 31	23% 2017 - 39	23% 2017 - 41	Year 7	38% 2017 - 22	38% 2017 - 27	38% 2017 - 28	Year 9	30% 2017 - 29	18% 2017 - 33	32% 2017 - 21	2015	Reading	Writing	Numeracy	Year 5	23% 2017 - 14	8% 2017 - 13	0% 2017 - 9	Year 7	15% 2017 - 17	15% 2017 - 12	10% 2017 - 25	Year 9	17% 2017 - 21	18% 2017 - 14	21% 2017 - 36	<p>Yes</p>	<p>The evidence indicates mixed success, with progress being made in some areas and not in others. Therefore we will continue to work towards achieving the original targets as set out in the 2016-19 Strategic Plan.</p> <p>Increase the proportion of students in the top 3 bands in Reading, Writing and Maths (based on NAPLAN 2015)</p> <p>Reduce the proportion of students achieving low growth in NAPLAN to 25% or lower compared to 2015 benchmarks.</p> <p>Increase the proportion of student achieving high growth to 25% or higher compared to 2015 benchmarks.</p> <p>Teacher Judgement: Increase to 20% or higher the proportion of students achieving A</p>	<p>Building practice excellence</p>
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<p>Engagement Goal:</p> <p>Ensure all students are engaged in their learning and achieving success.</p>	<p><u>Staff Opinion Survey</u></p> <p><b>Professional Learning: School level support = 70%</b> (2014 PL Module= 57%)</p> <p><b>School Leadership:</b></p> <ul style="list-style-type: none"> <li>• <b>Supports staff to grow and improve: 80 %</b> (2015=74%)</li> </ul> <p><b>School Climate</b></p> <ul style="list-style-type: none"> <li>• Collective Efficacy: 75% (58), Academic Emphasis: 70% (51),</li> </ul> <p><b>Parent Survey 2015 (General Satisfaction:: increase from 5.5 to 5.7</b></p> <p><b>Student Opinion:</b></p>	<p>No</p>																																

	<p><u>Connection to school</u> .... (see below)  <u>Student motivation 2015</u>  <b>Primary (5-6) = 4.7 (4.5); Secondary (7-10) = 4.4 (4.2)</b></p> <p><u>Learning confidence</u> (2015)  <b>Primary (5-6) = 4.2 (4.0); Secondary (7-10) = 3.9 (3.7)</b></p>			
<p>Wellbeing Goal:</p> <p>Provide a positive, inclusive and safe culture based on agreed core values that supports all students.</p>	<p>Targets – based on 2015 ATS data</p> <p><u>Connection to School</u>  <b>Primary (5-6) = 4.3 (4.0) ; Secondary (7-10) = 3.9 (3.7)</b></p> <p><u>Connection to Peers;</u>  <b>Primary (5-6) =4.2 (3.7); Secondary (7-10) = 4.2 (4.0)</b></p> <p><u>Student Safety</u>  <b>Primary (5-6) = 4.3 (3.8); Secondary (7-10) = 4.5 (4.3)</b></p> <p><u>Classroom Behaviour</u>  <b>Primary (5-6) = 3.3 (2.6); Secondary (7-10) = 3.1 (2.9)</b></p> <p><u>Student Morale</u>  <b>Primary (5-6) = 5.6 (5.3); Secondary (7-10) = 5.1 (4.9)</b></p>	No		

<b>Improvement Initiatives Rationale</b>
<p>Following an evaluation of the evidence of impact of the 2017 AIP Key Improvement Strategies, the following KIS (with related Actions) were identified for inclusion in the 2018 AIP in order to improve the learning outcomes and growth of all students.</p> <p>Evidence included data from NAPLAN Numeracy and Literacy; Student Opinion surveys; Whole-school PAT testing in Maths, Science, Reading, and SPG (Spelling, Punctuation, Grammar); Walk-throughs.</p>

<b>Goal 1</b>	Achievement Goal: To improve learning outcomes and learning growth of all students.
<b>12 month target 1.1</b>	The evidence indicates mixed success, with progress being made in some areas and not in others. Therefore we will continue to work towards achieving the original targets as set out in the 2016-19 Strategic Plan.  Increase the proportion of students in the top 3 bands in Reading, Writing and Maths (based on NAPLAN 2015)  Reduce the proportion of students achieving low growth in NAPLAN to 25% or lower compared to 2015 benchmarks.  Increase the proportion of student achieving high growth to 25% or higher compared to 2015 benchmarks.  Teacher Judgement: Increase to 20% or higher the proportion of students achieving A and B (AusVELS/Vic Curriculum)  Student opinion of teacher effectiveness and stimulating learning to be at or above the following scores (based in 2015 data):
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Building teacher capacity to consistently deliver high quality teaching and learning with a focus on literacy and numeracy

## Define Evidence of Impact and Activities and Milestones - 2018

Merbein P-10 College (8886)

<b>Goal 1</b>	Achievement Goal: To improve learning outcomes and learning growth of all students.
<b>12 month target 1.1</b>	The evidence indicates mixed success, with progress being made in some areas and not in others. Therefore we will continue to work towards achieving the original targets as set out in the 2016-19 Strategic Plan.



	<p>Increase the proportion of students in the top 3 bands in Reading, Writing and Maths (based on NAPLAN 2015)</p> <p>Reduce the proportion of students achieving low growth in NAPLAN to 25% or lower compared to 2015 benchmarks.</p> <p>Increase the proportion of student achieving high growth to 25% or higher compared to 2015 benchmarks.</p> <p>Teacher Judgement: Increase to 20% or higher the proportion of students achieving A and B (AusVELS/Vic Curriculum)</p> <p>Student opinion of teacher effectiveness and stimulating learning to be at or above the following scores (based in 2015 data):</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Building teacher capacity to consistently deliver high quality teaching and learning with a focus on literacy and numeracy
Actions	<ol style="list-style-type: none"> <li>1. Develop teacher capacity to understand and utilize specific High Impact Teaching Strategies (HITS): Metacognition / Multiple Exposures</li> <li>2. To support improved student growth and achievement by developing teacher capacity to use a range of student assessment data* to diagnose learning needs, inform planning and implement differentiated teaching practices. (* Moderation / NAPLAN / Vic Curriculum Teacher Judgement / PAT testing / PM Benchmark tests / Maths Online Interview / Running Records)</li> <li>3. Develop teacher capacity to improve student engagement in their learning by providing regular opportunities for feedback and by improved communication between home and school (Student feedback surveys / Compass Learning Tasks/ Meta-cognition HIT? )</li> <li>4. Develop the knowledge and skills of Years 7-10 maths teachers to support improved use of differentiated teaching strategies to achieve enhanced levels of engagement and learning outcomes (eg Year 7 Action Research / MAV conference / data analysis)</li> <li>5. Continue to develop the the capacity of teachers to improve P-6 numeracy outcomes for primary students (School Improvement Partner Program / embedding of strategies developed as part of the PMSS program)</li> <li>6. Develop teacher practice and secondary curriculum alignment through participation in the Mildura Secondary Schools Alliance (MSSA) with network partner schools. (Closer alignment of curriculum planning / curriculum mapping/development / sharing classroom best-practice / professional development)</li> </ol>

	7. Build teacher capacity to implement evidence-based literacy teaching strategies (Note - Primary schools should have a literacy KIS in their 2018 AIP)			
Evidence of impact	<p>All teachers consistently using agreed HITS in all classes</p> <p>Teachers - across all levels - regularly using sources of data to guide their planning, differentiate teaching and monitor their impact on student learning (with an emphasis on literacy and numeracy).</p> <p>Teachers regularly using feedback from students and parents to make changes their practice.</p> <p>Students will regularly provide feedback to their teachers</p> <p>Years 7-10 maths teachers will:</p> <ul style="list-style-type: none"> <li>- regularly use a broader range of teaching strategies (eg HITS 4 - 6 - 10), and resources to improve engagement and learning outcomes.</li> <li>- consistently use data to determine targeted interventions for individual students</li> </ul> <p>Primary teachers will consistently implement evidence-based, effective teaching strategies as identified in the Primary Maths and Science Specialist program.</p> <p>Leadership will conduct regular observations of practice in classrooms and provide feedback to teachers.</p> <p>Secondary teachers will adopt classroom strategies, including academic vocabulary, as agreed under the MSSA initiative</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole PD day on HITS	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<p>Introduce a coaching model to provide teachers with feedback on their practice.</p> <p>Professional Learning Activity led by T&amp;L AP and designated coaches to develop agreed protocols</p>	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Host and participate in an MAV Conference in March 2018	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Whole day PD to build data-analysis capacity through the use of Accelerus data management package (NAPLAN, PAT, Vic Curriculum).	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$800.00 <input type="checkbox"/> Equity funding will be used
<p>Professional Learning for secondary maths teachers to build capacity to broaden repertoire of High Impact Teaching strategies (eg HITS 4 - 6 - 10) to improve engagement and learning outcomes.</p> <p>Year 7 Maths Action Research project conducted (team of four teachers -</p> <p>Build capacity to use data to determine targeted interventions for individual students</p>	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
<p>Professional Learning for Primary teachers on:</p> <ul style="list-style-type: none"> <li>- evidence-based mathematics teaching strategies as identified in the Primary Maths and Science Specialist program</li> <li>- Maths Partnership School project</li> </ul>	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>MSSA Network (Community of Practice) implemented (4 meetings at one per term).</p> <p>Secondary teachers will adopt classroom strategies, including academic vocabulary, as agreed under the MSSA initiative</p>	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

# Professional Learning and Development Plan - 2018

Merbein P-10 College (8886)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole PD day on HITS	School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce a coaching model to provide teachers with feedback on their practice.  Professional Learning Activity led by T&L AP and designated coaches to develop agreed protocols	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Host and participate in an MAV Conference in March 2018	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning for secondary maths teachers to build capacity to broaden repertoire of High Impact Teaching strategies (eg HITS)	Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>4 - 6 - 10) to improve engagement and learning outcomes.</p> <p>Year 7 Maths Action Research project conducted (team of four teachers -</p> <p>Build capacity to use data to determine targeted interventions for individual students</p>			<p><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p> <p><input checked="" type="checkbox"/> Communities of Practice</p>		
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## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

- [Assessment Driving Instruction proforma \(Data into Action\) Aug 2017.pdf \(0.33 MB\)](#)
- [AusVELS 12 month Growth Graph.pdf \(0.13 MB\)](#)
- [AusVELS 2016 sem2 Distribution Graph.pdf \(0.08 MB\)](#)
- [AusVELS 2016 sem2 Spread Graph.pdf \(0.07 MB\)](#)
- [Individual Student Goal and Data Tracking Plan 2017.pdf \(0.24 MB\)](#)
- [Merbein P-10 Teaching and Learning Framework 2017.docx \(0.11 MB\)](#)

### Dimension 5

- [Leading Teacher 2017 Draft Role Description 16 09 16.pdf \(0.37 MB\)](#)
- [Leading Teacher PLT and PDP Expectations 2017 SL 08 02 17.pdf \(0.49 MB\)](#)
- [Term 2 Meeting Schedule 2017.docx \(0.01 MB\)](#)

### Dimension 7

- [Channel Reserve Survey OP 124492 10 Nov 2017 Scott Barnes.pdf \(0.11 MB\)](#)
- [K2LD - Merbein P-10 Gym-4 \(2\) May 2017.jpg \(7.11 MB\)](#)
- [K2LD - Merbein P-10 Gym-6 \(2\) May 2017.jpg \(6.34 MB\)](#)
- [Leadership Development- Expectations and decisions going forward Barb Kameniar 07 03 17.docx \(0.01 MB\)](#)
- [Leadership Development-Timetable for Barbara Kameniar Monday 30th October 2017.docx \(0.01 MB\)](#)
- [Leadership Profile 2017 \(PCO and Leading Teachers\) 29 01 17.pdf \(0.32 MB\)](#)
- [School Staff Survey - Summary of Module Component Means MP10 13 11 17.docx \(0.14 MB\)](#)

Dimension 9

[ANZAC DAY - Student Leaders 25 April 2017.pdf \(0.47 MB\)](#)  
[College Student Leaders Induction 14 Feb 2017.pdf \(0.44 MB\)](#)  
[Drug Forum Info.pdf \(0.27 MB\)](#)  
[GRIP Leadership parent letter Year 9s Nov 2017.pdf \(0.18 MB\)](#)  
[Student Leadership Primary GRIP Forum June 2017.pdf \(1.1 MB\)](#)

Dimension 10

[IEP Development Process 2017.docx \(0.05 MB\)](#)  
[Lesson plan suggestions - inappropriate or offensive language SWPBIS 29 08 17.docx \(0.01 MB\)](#)  
[Merbein 2017 FLO Student Surveys.pdf \(0.58 MB\)](#)  
[Merbein P10 College – Positive Letters for Month of Feb 2017.pdf \(0.68 MB\)](#)  
[Newsletter 2017 \(Student of Month\) nov 16 \(Merbein P10 College\).pdf \(1.59 MB\)](#)  
[SWPBIS Our school V others 2017 GR 09 11 17.docx \(0.02 MB\)](#)

Dimension 13

[2017 T4 TLC Brochure.pdf \(0.63 MB\)](#)  
[Early Years Play Group – Lions Club Cross Country – Breakfast Program \(Community Partnership\) 27 April 2017.pdf \(0.39 MB\)](#)  
[Engaging Parents in Their Child's learning QWT Start-Up Feb 2017.pdf \(0.6 MB\)](#)  
[Merbein P-10 Shared Facilities Fund Application Draft 17 feb 2017.pdf \(0.06 MB\)](#)